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BOSTON, MASS., WEDNESDAY, DECEMBER 7, 1904.

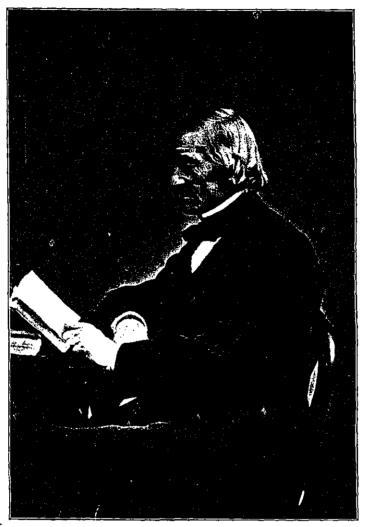
PRICE FIVE CENTS.

# Life of William Barton Rogers.

William Barton Rogers, founder and first president of the Institute, was born in Philadelphia, Dec. 7, 1804. The second son of Patrick Kerr Rogers, he and his three brothers,-all distinguished men of science.- were educated at the College of William and Mary, where their father was Professor of Natural Philosophy, and where William, at the age of twenty-four, succeeded him. Seven years later William Rogers was called to a similar chair in the University of Virginia. In the same year (1835), he was appointed head of the geological survev of Virginia, his brilliant work in science having already given him an international reputation. In 1846 he and his brother Henry formulated a "Plan for a Polytechnic School in Boston," which much influenced the Lawrence and the Sheffield Scientific Schools founded, -- in connection with Harvard and Yale respectively, -not long thereafter. Convinced, however, that the educational and industrial needs of the time could be met only by a wholly independent school, Professor Rogers, soon after coming to Boston in 1853, joined the movement already begun by leading merchants and manufacturers of that city for the creation of such an institution; and from 1859 until his death - although for the greater part of that period an invalid -he gave his eloquence, his untiring energy, his rare wisdom, and finally life itself to the founding and upbuilding of the Massachusetts Institute of Technology.

Limited space forbids even an outline of this achievement of his which involved the convincing of the public and the legislature, the raising, during a time of war, of large sums of money, the working out of a new scheme of education, the creation of teaching laboratories, and the carrying forward, against poverty, misunderstanding and ceaseless opposition, of a costly and complicated educational experiment. For President Rogers and his associates aimed to establish and did indeed create much more than a school ior technical training. They created an

(Continued on Page 4.)



WILLIAM BARTON ROGERS,
Founder and First President of the Massachusetts Institute of Technology.

### Program of Today's Exercises.

The exercises to be held to-day at eleven o'clock in Huntington Hall will be for the Faculty and students alone, and will be of a simple character. The following is the program:

Introductory Address, Pres. Henry S. Pritchett.

Address,

Pres. Lyon G. Tyler, William and Mary College.

Address,

Prof. F. H. Swith, University of sirginia.

The Beginnings of the Institute,
Prof. Robert H. Richards.

Memoir of President Rogers, by Francis
A. Walker, Third President of
the Institute.

Read by Norman Lombard, of the Class of 1905.

#### A Story of President Rogers.

Surely no one of his old time students has other than the pleasantest recollections of President Rogers. I can see him now as he used to appear at his lectures on Physics or Geology,--tall and slender, with the fine, strong, kindly face which is so well known even to younger Technology men from his photographs. He was always intensely interested in his subject, and his lectures were marvels of elegant and precise statement. They were more alive than any scientific lectures I ever heard. He took great interest in the oral examination which preceded the lecture, and often continued it until so late an hour, that in order to finish his lecture, he was obliged to considerably exceed his allotted time. These examinations were, I think, peculiar in that the object seemed to

(Continued on Page 3.

# Beginnings of the Institute of Technology.

No student of the present day can feel the thrill of discovery in quite the same way as the first seven of us who were the nucleus of the embryo school. We were Professor Rogers' children on whom he tried his experiments in education; naughty children sometimes teasing our professors like other students, but I can truly say without malice. That was not possible with that gracious presence, dignified, polished, courteous, albeit with a twinkling eye, ever before us.

The beginning -- for me it was

the beginning of a new life, and in

a greater or less measure it was the

same for all the students of that first year. At the age of nearly twenty-one, early in February, 1865, I entered the new school, then a month old, seventh on the list, Eli Forbes having been the first. When we numbered fifteen, on February 20, we were graded into the semblance of classes. We found ourselves attending Rogers' lectures in Physics, illustrated on the blackboard by drawings and on the table by experiments. We spent hours in the chemical laboratory with Storer, where we actually did things with our one retort, and learned to observe, record, collate, and to draw conclusions from our experiments. In the drawing-room with Watson, we learned that wonderfully simple and universal method of thought expression drawing by which a Russian may communicate his ideas to an Italian, although neither knows the language of the other. With Runkle, we found that Mathematics had relations with every-day life. That we might avail ourselves of the literature of science, we learned modern languages with Bocher. This is what the Institute of Technology stood for, and what it did for us that first spring term in the old Mercantile Library on Summer Street (opposite Hovey's.) Winning the students and planning their work was not half the battle. Rogers had to persuade the commurity that the school they needed was the school his faculty had planned. The instruction of the tinued on Page 2.)



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In charge of this issue: J. DANIELS, 1905

#### Wednesday, December 7, 1904,

WILLIAM A. NICHOLS, PRINTER, 208 SUMMER ST., REAR

THE TECH wishes to acknowledge contributions to this issue by the following gentlemen: R. H. Richards, '68; Eli Forbes, '68; J. P. Tolman, '68; C. R. Cross, '70; J. P. Munroe, '82.

To-day, as Technology students, we have the privilege of attending the exercises which are to commemorate the birth of William Barton Rogers, founder and first president of the Massachusetts Institute of Technology. We all know something of the efforts which President Rogers made to found a technical school, but we can only partly understand and respond to the difficulties and reverses which fifty years ago beset his attempts to organize what was then a unique experimentnamely, a broad and liberal education in pure and applied science. The commemoration is held in order that we of to-day may understand and appreciate more fully what the work of William Barton Rogers was, and that we may know something of the indomitable energy and of the spirit which made possible the education which we are striving to

At the opening of the Centennial Commemoration at 11 A.M., the student body is requested to rise when the President, and members of the Corporation, and Ferri appear on the platform, and main | a standing until they ar-

### Some Reminiscences of President Rogers.

The first time that I met Professor Rogers was in 1867, when I came to Boston from the town which was my home to find whether I could enter the second year of the newlyestablished "School of Technology," and if it would give me the opportunity, which I could not find elsewhere in the country, to pursue the study of Physics as a specialty. I made my way to the temporary quarters then occupied by the Institute on Summer Street, and there introduced myself to the first person whom I met, who chanced to be Professor Runkle. There were no office clerks in those days of small things. I told Professor Runkle what I had studied in Mathematics, and he patted me on the shoulder and said, "I guess you will do," which constituted my entrance examination in that subject. I did not get off so easily, however, in Mechanics, then a first year subject, and Chemistry. On learning my wishes as to the study of Physics. Dr. Runkle said he would introduce me to Professor Rogers, who was in an adjoining room, and at the moment when we entered was in the act of asking a student to go to his house on Temple Place for a certain piece of apparatus. Temple Place had not ceased to be a residential street. I was both surprised and pleased at the benignant manner in which he dealt with me, with his readiness to speak with me at some length, and still more with the interest which he showed in my plans for study, and the encouragement which he gave me. I saw less of him as a student than later when an instructor, as he was prevented by illness from giving the lectures which I had looked forward to attending. It was the greatest regret of my student life that I was for that reason unable to hear his unequalled course on Geology.

President Rogers was a man of the utmost dignity of character and demeanor, and moreover of great cheerfulness. Through all the darkest days in the history of the Institute this cheerfulness never forsook him, and he showed the most magnificent courage when younger men, were disheartened and down ast He had a kindly, or ' num

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which could be presented. Fortunately we had two new pieces of physical apparatus, one of them home-made, which were of general interest, and these were made to do duty as the subject of a lecture. Professor Rogers had seen neither of them before, and it was refreshing to witness his great enthusiasm when at the close of the paper, as was his habit, he spoke to those present of what was especially new in that which had been shown. To his latest days this quality of enthusiasm for anything new in science was most strongly marked. After the meeting was dismissed he observed, "Well, the Society of Arts sometimes falls, but it always comes down like a cat, on its feet!" Professor Rogers would sometimes say, when we commented on

sent word that he could not come,

and Professor Rogers asked me if 1

could not find something of interest

the difficulties under which the Institute at that time labored for lack of instruments suitable for research, that one always had at his command "the instrument within his own cranium." The significance of the remark becomes very apparent if we note how many of the recent discoveries in physical science have been made with apparatus that was even then at the command of almost every physical laboratory,- for example, hysteresis, the high-frequency coil, the Hertzian waves, the coherer, the electrical effects of radiations of high refrangibility, the Röntgen rays, the radio-activity of uranium.

It will be interesting to many to know what was the extreme expectation of President Rogers as to the size to which the Institute might grow. He once told me that when the school was first opened he said that should it ever come to have as many as 250 students he would be satisfied and take his hat, make his bow, and leave. It had reached this number long before his death, but he little dreamed of the enormous growth in numbers, resources, and influence which the institution which he founded wasto have in the twenty years following.

C. R. Cross, '70.

Prof. F. C. Smith.

Plot F. H. Smith, of the University of light. To is one of the ker the memorial exercises. student of Natural Philosophy D sident Rogers

favorite of f + 13"

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(Continued from Page 1.)

masses was always dear to his heart, and the lecture was his favorite means of enlightenment. He also presented so forcibly to the community the claims of a technical school and the value it would prove to the public, that funds to establish it came in, although slowly.

His Society of Arts meetings became centres of interest for the leaders of scientific thought in Boston and gave him the influence he sought. Not infrequently an inventor would make a lame attempt to describe his invention, leaving the audience not quite sure what it was. Rogers, who had never before seen the machine, would in the clearest language and fewest words describe its construction, operation and use. But he did it in such a quiet way that the inventor went away supposing the words were his

The end of that first term found us twenty-eight in number; of these, thirteen stayed on into the fourth year, eleven were given degrees with three others who entered later, making the first graduating class of fourteen in 1868. The Faculty had doubled with the addition of Atkinson, Eliot, Henck, Osborne and Ware when the fall term of 1865 opened with an additional space in a dwelling house on Chauncy Street. In January, 1866, we came to this building, the Rogers Building, standing in lonely grandeur, a more fitting habitation than we then recognized for the New Education. Think of the boldness of this step! Such a fine, large structure for a school one year old and with only seventy-two students! Of the surroundings I may say that there were no buildings west of Berkeley Street except the Central Congregational Church. The tide rose and fell in an inlet where Trinity Church now stands. Horse cars came up Boylston Street at infrequent intervals as far as Clarendon Street. The neighboring open squares were used for our games of football, and the newly filled lands for our practice ground in surveying.

It is said that in 1865 there was not a single professor of Mechanical Engineering in any school in the United States, but although the early instruction would seem laughably meagre compared with the Institute's equipment to-day, one student, A. F. Hall, took his degree in that course in the first class, six in wil Engineering, six in Geology Rd Mining, and one in Science and

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# Af Appreciation of the Heroism of William Barton Rogers.

ilistory presents many examples of lives offered to sacrifice on the field of battle, but it does not emphasize those lives given up in the service of mankind in peaceful pursuits. The story of years of ceaseless, earnest, devoted toil, fills our hearts with respect and admiration rather than the awe with which we regard brave deeds of arms. William Barton Rogers was a soldier in the struggle to give the world an institution devoted to education along liberal, scientific lines. The years spent by him in formulating his great scheme for technological education, in educating his associates to fully realize the magnitude of the scheme, and in establishing on a firm basis the great school he had founded, are all proof of his great untiring devotion. Regardless of waning strength and personal sacrifice, he pushed on, almost alone, against obstacles which we, to-day, cannot conceive of.

In this great effort to make science serve the ends of mankind, President Rogers was giving his very life. When Dr. Runkle's health failed, no thought of the sacrifice to himself deterred President Rogers from taking on his already weakened shoulders the great burden which he knew must ultimately bear him down. He was already an old man. and his action in taking up the burden can only be called heroic. That President Rogers knew he could not long stand the strain is amply proved by the energetic manner in which he set about the choice of his successor. With President Walker chosen, and but a year in office, the useful and sublime career of Technology's founder came to an end. It was a sad, yet noble end, a fitting climax to a life of service for Technology.

In the "Life and Letters" we read the following description of the last few moments of this great man:

"The graduating exercises of the Institute for the Class of 1882 were appointed for Tuesday, May 30, at eleven o'clock. The day dawned without a cloud, and Huntington Hall was filled with friends of the Institute and of the graduating class, and the platform with candidaces for degrees, the Faculty and distinguished guests."

"The exercises vere to be, as usual, of the simplest character?"
President Walker was to make beid introductory remarks; abstract for theses were to be read the meated an

members of the graduating class; and, finally, Mr. Rogers was to make a 'short address,' and to present the diplomas to the candidates for graduation. He had come on the previous evening from Newport in order to be present, and seemed to those nearest him to feel somewhat more than usual the burden of the task before him."

"When the time came, he drove to the Institute, ascended the long flight of stairs to the Hall, and took his place beside the President upon the platform. The hour was exactly President Walker, with noon. words of eloquent and glowing tribute, by which Mr. Rogers was visibly moved, invited him to speak. His voice was at first weak and faltering, but, as was his wont, he gathered inspiration from his theme. and for the moment his voice rang out in its full volume and those well-remembered, most thrilling tones. Then, of a sudden, there was silence in the midst of speech; that stately figure suddenly drooped, the fire died out of that eye ever so quick to kindle at noble thoughts. and before one of his attentive listeners had time to suspect the cause, he fell to the platform instantly dead. All his life he had borne himself most faithfully and heroically, and he died, as so good a knight would surely have wished, in harness, at his post, and in the very part and act of public duty."

# President Rogers and the Appalachian Club.

A story is told of President Rogers and the Appalachian Club. When the name was suggested, it was opposed by Professor Hitchcock because the White Mountains, which were to be the scene of some of the outings, were not of the Appalachian system. He supported his argument in a long, dry geological talk. President Rogers arose and said that he hoped the organization would not confine its labors to the White Mountains, He urged them to note the beauties of the Appalachians, and he took them, step by step, over the mountains he knew so well. He described the geologic wonders and scenery of the Blue-Ridge in a manner which thrilled everybody; his audience was completely entitled away by ans cloquence. It is nectices to very the organization setted in vor e name Appalachiun

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# The Human Side of President Rogers.

I have been asked for recollections of the human side of President Rogers' life as it appeared to the students of the early days at the Institute. First of all, the impression he made came through the warmth and vividness of his language. In private conversation, as on the lecture platform and in the class room, his words were persuasive and personal. He was not demonstrating a fact, nor proving a statement, he was telling you something, and you were conscious of a responsiveness, your mind going with his.

The incompleteness of the school building, the unreadiness of the apparatus, and the lack of symmetry attendant upon a number of different instructors who had insufficient time to properly correlate their courses, made some imperfections in our instruction which were greatly exaggerated in our student minds. Then, no less than now, the student was very ready to tell how the thing should be done. According to temperament, he felt that he was being deprived of the store of professional information - to attain which he had come to the school - for the sake of giving him culture and theory, both of which he could obtain when and where he willed; or else he felt that his manhood was being neglected. and his training sacrificed, in order that he might be stored with facts and figures which probably were not so, and which he might only by chance need in his professional career if they were true. This condition led to visits, singly or in pairs, to the President at the Institute or in his home. Every interview was convincing and satisfying. I remember the enthusiasm with which Tilden exclaimed, when we came together from an office visit made in complaint, "Well, the old man's all right, anyhow!" He had taken us into his confidence, shown us his problem, and taught us that changes must come as their occasion was reached in turn. From that moment we were his loving admirers.

In our last school vacation I was one of several students on a sea voyage where he was also a passenger. I remember particularly his while me aside on several occasions to the several occasions to the several occasions.

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the attitude of the mere instructor.

My graduation thesis was on a geological subject, requiring in preparation several weeks of field work. The topic was of his choice. He appointed an interview; told me the history of the problem; how it had been previously approached; what was missing in previous observations; and I went to my work feeling that I was really making a contribution to Science, and never realizing until a later professional publication, by a trained geologist, that I had really made but a school boy shot, which went very wide.

When our class graduated in the summer of 1868 we were entertained by President Rogers at his home on Temple Place, at the corner of Tremont Street. There was in his air the triumph of accomplishment, his young men had come through. There was too, something of the solemnity of dread. Was it the coming consciousness that the strain had been too great?—the premonition of the failure in health under which he broke down at the very beginning of the next school year.

J. P. TOLMAN, '68.

#### A Story of President Rogers.

(Continued from page 1)

be less to discover what progress the student had made than to insure the clear understanding of the subject of the previous lecture before advancing. He had great skill in free-hand drawing of diagrams on the blackboard.

He had little occasion to discipline the students, and I am sure he very much disliked to do it. I remember very well one occasion when I was personally guilty of leaving the lecture room rather hastily in the middle of his questioning. It was getting very near the noon hour, and as I had to go on a surveying expedition early in the afternoon, I was anxious - boylike - for my lunch. On my way back to the Institute I met the President, and was somewhat dismayed to discover that he was going to stop and talk to me. He began by saying that he was very sorry that I had left the room in such a manner, as he had some very interesting physical questions to ask me. Then, after a slight pause, which was, I am sure, as awkward for him as it was for me, he smiled and said: "How is your father?"

ELI FORBES, '68,

The second general convocation of the year to be held one week from y, will be addressed by Booker '1' Washington.

#### Life of William Barton Rogers.

(Continued from page 1)

institution where high purpose and honest work are fundamental; where youth expect to behave and to labor like men; where for a vague, "imbibed" culture is substituted the real culture acquired through doing a hard task thoroughly, truthfully, and in a scholarly way; an institution which in the freedom from snobbishness among its students, in the spirit of co-operation among those students and between undergraduate and instructor, in the absence of rank lists, honorary degrees and other oldworld inheritances, is a true democracy. President Rogers' further aim was to have the Institute become eventually a university based upon pure and applied science, but broadening into philosophy,-a true university, moreover, where, on the one hand, the advanced student should have every facility for probing the deepest scientific problems, and where, on the other hand, the humblest mechanic should find substantial educational help.

Dying at the graduating exercises May 30, 1882, President Rogers lived only long enough to see the Institute emerge from the doubt and extreme poverty of the experimental stage. But he had foreseen the extraordinary industrial development of the last twenty years in which Technology men have had so large a place, and he had planned an Institute broad enough to meet it. That those men have kept pace with the educational and industrial demands, that they have given the Institute its high reputation among colleges is because, through the teaching of the Faculty and through the traditions of the School, they have been imbued with the character of the Founder, who not only established the Institute of Technology but who created also the Technology atmosphere and spirit. Other college founders have endowed with money: Rogers gave something of far more worth,-himself.

J. P. Munroe, '82.

#### Beginnings of The Institute.

(Continued from page 2)

No school is all study and books; personal character and conduct form the greater part of success in life. It will not be amiss to recall some of Rogers' methods of dealing with us by way of discipline.

Eli Forbes was ordered to report to the President. Rogers asked after the health of his father. Miles Standish, newly arrived in the school, occupied the seat to which another student thought he had a prior right; words and a slight disturbance followed; quick as a flash Professor Rogers started his gyroscope,—that curious toy which does everything you do not expect and nothing you do. It is needless to say Standish forgot his grievance.

When Rogers took us to visit the coal mine at Portsmouth, R. I., some of our class began playing cards on the train — at that day a reprehensible practice. Rogers came to the seat in front, and leaning over, gave the group an interesting talk on Geology; the game was forgotten.

One day the air became very close in the Summer Street lecture room, the boys, forgetful of their manners, yawned continually. Professor Rogers interrupted his lecture with the story of the German professor with whom yawning was contagious, and serious because it dislocated his jaw. Discovering this, his class used to take wicked advantage of their knowledge. "But" said Rogers, "young gentlemen, I do not suffer from that complaint."

One of my classmates describes Rogers as a most wonderful example of knowledge, of kindness, of wisdom and of cloquence. So full of zeal he was that the students must work to the limit of ability to please him. Thus was set the pace we have kept. But with all this knowledge he was intensely practical. That is, he had the true scientific spirit which brings all truth to the service of all.

As a teacher he was unrivalled for clearness of statement and elegance of expression. Added to the verbal

charm was a wonderful skill in blackboard illustration. Rapidity and accuracy were added to grace of line. His drawing of a perfect circle would always bring down the house in the Society of Arts. In a Lowell lecture, Rogers wishing to illustrate that a stream of water was not really a continuous stream, passed a sheet of paper quickly through the jet and holding it up to the audience distinctly saw just three wet spots.

To have divined the need of a coming age, to have persuaded a whole community to accept and support the new conception, to have influenced and moulded students and teachers into a working model so that consciously or unconsciously the superstructure is imitated by every successful scientific school in the English speaking world: this was the genius, this the title to fame of the Founder of Technology.

R. H. Richards, '68.

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#### Mosely Educational Commission.

The reports of the Mosely Educational Commission, which is the English Commission that visited the United States from October to December, 1903, for the purpose of studying American educational conditions and methods, are extremely interesting. These reports take up in detail the various educational institutions of this country.

The Massachusetts Institute of

Technology is often referred to, and the statements by various members of the Commission show that they were not only impressed with the system in use here, but were also made to realize by their personal observation the great importance of this institution to the American field of science. Mr. Blair, who visited all of the important technical institutions of the U.S.A., gives M. I.T. a very high ranking, and also shows that the average age of students studying at Technology compares very favorably with that of students at similar German institutions.

The reports also point out the value of scientific training, and in this connection give statements by the Rapid Transit Railroad Commissioners of New York and the Pennsylvania Railroad, together with a tabulated list of salaries carned by those men who graduated from M. I. T. in 1893.



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BATTALION OFFICERS.

The following officers for the 1908 Cadet Battalion have been appointed:

Ames, W. O., Adjutant; Heath, A. W., Quartermaster.

COMPANY A: Carter, H. L., Captain; Thode, A. L., First Lieutenant: Pfiffer, J. S., Second Lieutenant; Allen, H. E., First Sergeant; Perry, F. O., Second Sergeant; Caldwell, W. E., Third Sergeant : Cary, B. W., Fourth Sergeant; Griswold, H. W., Fifth Sergeant,

COMPANY B: Gerrish, H. T., Captain; Dolke, W. F., First Lieutenant; Whitten, C. E., Second Lieutenant; French, H. W., First Sergeant; Hersey, M. D., Second Sergeant; Cassiday, H. A., Third Sergeant; Skillings, A. E., Fourth Sergeant; Coleman, N. L., Fifth Sergeant.

COMPANY C: Almy, E. T., Captain; Pope, J., First Lieutenant. Gardner, A. L., Second Lieutenant; Emery, A. G., First Sergeant; Joy. C. F., Second Sergeant; Hall C. A., Third Sergeant; Mason, W. H., Fourth Sergeaut; McAuliffe, W. J., Fifth Sergeant.

COMPANY D: Coffin, L., Captain; Elton, H. C., First Lieutenant; Hammond, N. L., Second Lieutenant: Established 1874

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> Approved, HENRY S. PRITCHETT,

Pres. M. I. T.

The Commissioned Officers of the Battalion are requested to meet in 37 Rogers, at 1 P.M., Thursday, December 8, to consider the question of uniforms.

Owing to general convocation on Wednesday, December 14, drill will begin at 2.30 P.M., sharp, instead of 2.00 р.м.

> FRED WHEELER. Major, U. S. A.

Corrected Notice Gas and Fuel Analysis.

Dr. Gill will give four lectures on "Gas and Fuel Analysis for Engineers," in Room 23, Walker, from 4 to 5 P.M., on December 20, 21, 22 and 23, instead of on December 13, 14, 15 and 16, as announced before.

Students will report for this subject in Room 38, Walker, in accordance with the schedule posted in the Applied Mechanics Laboratory, in Eng. A.

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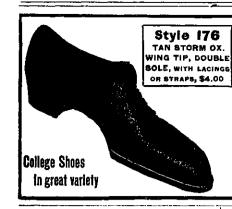
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#### CALENDAR.

WEDNESDAY, DECEMBER 7.

8.00 P.M. Meeting of Boston Branch A. I. E. Papers on "Problems of Heavy Electric Traction."

8.00 P.M. Technology v. B.U. at Gym.

THURSDAY, DECEMBER 8.

4.00 P.M. Basket Ball practice at the Gymnasium.

8.00 p.m. Chemical Society Meeting at the Tech Union. Speakers: Dr. Mulliken and Mr. Kneeland.

.m. Public Library Lecture, "Early Renaissance of Italy," by C. Howard Walker.

8.00 p.m. Society of Arts Meeting, 22 Walker. Speaker: Mr. E. O.

#### Wanted.

One or more young men to check waiters' slips in a Back Bay Hotel in return for meals. Hours, 7-8.45 а.м., 12.30-2 р.м. and 6-7.30 р.м. Apply Dean's office.

#### Basket Ball.

First game with Boston University at the Gymnasium to-night.

Tech opens its basket ball season to-night at the Gymnasium, when it lines up against the Basket Ball Team of Boston University. For the past three weeks Tech has been practising hard. The number of men who are out for the team is quite large and there is much good material.

There will be but one other home game before Christmas, after the one to-night. This will, therefore, be the only chance to see the team play before it meets Dartmouth, Brown, and Holy Cross in games away from home.

The second team also plays to-night at the Gymnasium, when it meets English High School. Tickets for the games to-night are twenty-five cents each. Season tickets are sold at one dollar and a quarter and are good for all the home games, six or

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#### Society of Arts.

A meeting will be held Thursday, December 8, at 8 P.M., in 22 Walker. Mr. Edmund Otis Hovey, of the American Museum of Natural History, New York, will address the Society on " Mont Pelce and the Eruptions of 1902; the Growth of the Wonderful Spine." Students are invited.

The Boston Branch of the American Institute of Electrical Engineers will hold its eighth regular meeting Wednesday evening, Dec. 7, 1904, at 8 o'clock, in the Lowell Building. A paper, "Problems of Heavy Electric Traction," by O. S. Lyford and W. N. Smith, will be reviewed and discussed.

#### Chemical Society.

The Chemical Society will hold a meeting on Thursday, December 8, at 8 o'clock, at the Union. Dr. Mulliken will speak on "Denaturized Alcohol in the Arts," and Mr. Kneeland will speak on "Swiss Universities." Tickets may be obtained from officers of the Society; price 20 cents.

The Lunch Room will be open to-day.

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HOLLIS.—E. H. Sothern and Julia Marlowe. Second week, "Much Ado About Nothing," MAJESTIC.—Bertha Galland in "Dorothy Vernon of Haddon Hall."

PARK.—Amelia Bingham in "The Climbers,"
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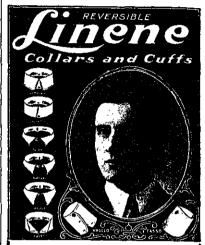
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